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ABSTRACT

This book examines 12 basic principles of adult learning and illustrates the power of dialogue to enable all to teach and all to learn. Part 1 comprises chapters 1 and 2, which examine 12 principles that ensure dialogue and effective learning and show how the principles can be applied to ensure the effectiveness of an adult learning event. The 12 chapters in part 2 offer specific applications of the principles. Each chapter describes a specific problem, analyzes the learners and their perceived needs, details the educational program and process, and examines one particular principle of teaching and learning. Every chapter concludes with a design challenge, where the key principle is presented as a possibility for application in the reader's own educational work. The principles and the location of their specific application are as follows: needs assessment (Ethiopia); safety (Tanzania); sound relationships (Indonesia); sequence and reinforcement (North Carolina); action with reflection (the Maldives); learners as subjects of their own learning (Nepal); learning with ideas, feelings, and action (Zambia); immediacy (El Salvador); assuming new roles for dialogue (New York); teamwork (Zimbabwe); engagement (North Carolina); and accountability (Bangladesh). Part 3 contains two chapters. Chapter 15, a summary and synthesis, offers another example of how the 12 principles work together. Chapter 16 explains how the book can make a difference in planning, teaching, and evaluating community education. Appendixes include 45 references and an index. (YLB)

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